Pupil premium strategy statement – The Gattons Infant School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Gospel
Pupil premium lead	Ellie Bennett
Governor / Trustee lead	Rosie Brickell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,905 £5260 Pupil premium plus
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year	£ 46165

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At The Gattons Infant School, we want every child to shine and make the best possible progress from their own starting point. We know that all children are unique and we work hard to understand their individual strengths and needs. Our aim is to give every child the right support, encouragement and opportunities to help them learn, grow, and succeed.

High-quality teaching is at the heart of everything we do and is evidenced by Education Endowment Fund 2022 as improving outcomes for disadvantaged children. We make sure that children who may need extra help get the right support in the areas where they need it most. This helps close any gaps in learning and benefits all children across our school.

We use our Pupil Premium funding carefully to make sure every child can take part fully in school life. This includes:

- Extra adult support and small group learning to help children make good progress.
- Opportunities for all children to join in with enrichment activities, such as clubs, trips, and special experiences.
- Providing resources such as PE kits book bags and water bottles if needed.
- Emotional and well-being support through our Learning Mentor.

We closely track the impact of this support to make sure it is helping our children to achieve and feel happy at school.

We also know that being in school every day is very important for children's learning and confidence. We work closely with families to support good attendance, offering advice and help if it's ever needed.

At The Gattons Infant School, our goal is to make sure that every child—whatever their background—feels valued, supported and ready to learn each day.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths is less for those pupils who are disadvantaged in comparison to those who are not disadvantaged.
2	Disadvantaged children are more likely to start school with poor language skills, poor self regulation and poor fine motor control and therefore less likely to achieve GLD.
3	Attendance is 5% lower than whole school attendance for our disadvantaged pupils.
4	2 of our disadvantaged children have an EHCP and are working significantly below age related expectations.
5	Some parents struggle to engage with learning at home and aren't reading with their children.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve attainment in Reading, Writing and Maths so that disadvantaged pupils achieve closer to national expectations by end of KS1.	End of year assessments indicate that the gap is closing.
Increase the proportion of disadvantaged pupils making expected or above expected progress across all year groups.	Data shows that there is an upward trend of the number of disadvantaged students reaching expected or above expected progress.
Support oral language, self-regulation, and fine motor development in EYFS to improve GLD outcomes.	All staff are using Word Aware strategies in their lessons. Learning Mentor has supported children who have needed support, with a focus on self-regulation. Children are aware of their emotions through zones of regulation work. Behaviour curriculum is being taught across the school. Pupil voice indicates an increased awareness of the behaviour expectations. More disadvantaged children are reaching GLD.

Improved attendance of disadvantaged children.	Attendance data shows that disadvantaged children's attendance is closer to whole school.
Improve engagement with learning at home	More parents are reading to or with their children at home. Take homes tasks are being completed by all children.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *131,280*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily use of Ordinarily Available Inclusive Practice to ensure pupils are actively engaged and reduce cognitive overload in all subjects especially foundation subjects. LSAs who are not supporting SEND children are available to support children in the class.	Breaking learning into manageable steps and scaffolding improves access for disadvantaged pupils. DfE's *Ordinarily Available Inclusive Practice* promotes adaptive teaching for all learners (SEND Code of Practice, 2015).	1, 4
Additional paired reading with volunteers. Targeted questioning of disadvantaged pupils where-ever possible. Staff listen to disadvantaged pupils read first during reading sessions. Pre-teaching/questions where appropriate	EEF *Reading Comprehension Strategies* (+6 months) and *Peer Tutoring* (+5 months) support paired reading. Adult or volunteer reading partners enhance fluency and motivation (Topping, 2017). EEF *Metacognition and Self-Regulated Learning* (2018) emphasises that high-quality questioning deepens understanding. "No opt out" questioning and deliberate inclusion promote equity of participation. Prioritised adult feedback and fluency support improve outcomes (EEF *Improving Literacy in KS1*, recommendation 3). Early feedback helps address misconceptions quickly.	1, 4
Oral rehearsal before writing (as per phonics scheme). Use of class-generated word banks. keywords and sentence starters displayed	Oral composition strengthens syntax and vocabulary (EEF *Improving Literacy in KS1*, recommendation 5; Myhill, 2009). Scaffolds and visual supports reduce cognitive demand (EEF *Improving Literacy in KS2*).	1, 4

on working walls/word mats and scaffolding. Daily 10-minute handwriting/mark-making practice using existing equipment.	Short, frequent practice improves automaticity (EEF *Physical Development Approaches*).	
Mastering Number at least 4 times a week Morning work which involves number. Same-day catch-up for disadvantaged pupils who struggled in the main maths lesson. Disadvantage to work with higher-attaining classmates using manipulatives already available. Pre-teaching and questioning where appropriate	EEF endorses *Mastering Number* as an evidence-based programme improving number sense and fluency (EEF evaluation, 2023). Frequent, brief, conceptually rich practice enhances retention. Collaborative learning and peer explanation improve understanding (EEF *Collaborative Learning* +5 months; *Peer Tutoring* +5 months).	1
In Reception and Year 1 there is high quality continuous provision which allows children to practise their oral skills as well as literacy and maths.	EEF *Preparing for Literacy* (2018) emphasises rich continuous provision to develop oral language, early maths, and self-regulation. Play-based interaction is especially beneficial for disadvantaged pupils.	1,2, 4
Oral language: Daily storytime with explicit vocabulary teaching. Daily use of Word Aware strategies. **Self-regulation**: Daily use of visual timetables and "emotion check-in boards"; modelled calming strategies (deep breaths, quiet space). Daily reference to Zones of Regulation. **Fine motor**: Build routines with dough disco, threading, pegboards, chalk/whiteboard mark-making during transition times. Daily handwriting practice. **Continuous provision Reception and Year 1.**	*Word Aware* aligns with EEF guidance on systematic vocabulary instruction (EEF *Improving Literacy in KS1/KS2*). Self-regulation and emotion recognition increase engagement and behaviour readiness (EEF *Social and Emotional Learning* +4 months). Visual cues support working memory and predictability for disadvantaged pupils. Co-regulation techniques improve emotional resilience and readiness to learn (EEF *Improving Behaviour in Schools*, 2021).	1, 2, 4
Teachers to greet disadvantaged pupils/families warmly each morning to maintain strong relationships. Monthly attendance monitoring of disadvantaged children with phone	Positive relationships and emotional connection correlate strongly with attendance and engagement (DfE *Improving Behaviour in Schools*; EEF *Parental Engagement*). Builds belonging and trust. DfE *Improving School Attendance* (2022) recommends early, relational	3

calls/letters home for persistent absentees (from the office or head). Share positive attendance messages in newsletters (celebrating improvement, not just 100%). Staff to speak directly with parents at drop-off/pick-up to reinforce importance of daily attendance where appropriate.	follow-up. Frequent communication reduces persistent absence. Direct communication at drop-off/pick-up fosters shared responsibility (EEF *Parental Engagement*).	
Ensure disadvantaged pupils are prioritised for responsibilities (book monitor, class helper, eco-team). Use free local resources (library visits, walks in the community) for enrichment. Circle time and PSHE lessons explicitly address inclusion, resilience, and aspiration. Teachers ensure disadvantaged pupils are chosen to answer/share ideas regularly in lessons. Embed buddy systems at playtimes to support social interaction and belonging. Promote cultural capital through free/low-cost experiences in school (storytelling afternoons, music assemblies, guest speakers from the community).	Leadership and responsibility enhance self-efficacy and belonging (EEF *SEL Interventions;* Dweck, 2012). Builds cultural capital (Ofsted, 2019). Local experiences promote contextual learning and inclusion without financial barriers. Structured PSHE and SEL curricula improve social and emotional outcomes (+4 months, EEF *SEL*). Equity in classroom discourse increases engagement and confidence (EEF *Metacognition*). Intentional participation ensures PP pupils' voices are heard. Peer mentoring improves social skills, reduces isolation, and enhances belonging (EEF *Peer Tutoring*, +5 months; Allen et al., 2017).	3
All children to learn how to play the recorder and glockenspiel.	Music participation improves self-regulation, listening, and memory (Hallam, 2015). EEF *Arts Participation* (+3 months). Universal access ensures equity and inclusion for PP pupils.	1,2,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *The cost for this will be in with the above cost for LSAs, some of whom will carry out some of the targeted support.*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Reading • Daily *precision reading* (5 minutes, high-frequency words/phonics flashcards) for PP pupils where appropriate. • Use "echo reading" (adult reads, child repeats) to build fluency. • Targeted phonics support – ELS intervention groups **Writing** • Short daily dictation of sentences with tricky words to build transcription accuracy. • Provide scaffolds (sentence frames, writing checklists) tailored for PP pupils. • PP pupils to rehearse orally with teacher/TA before independent writing. • Adopt Story dough / Drawing Club/Curious Quests across the whole school to foster children's interest in writing. • Dough Disco and fine motor intervention groups. **Maths** • Same-day small-group re-teaching of key lesson concepts. • Quick daily number fact practice (bonds to 10, doubles/halves) for PP pupils. • Assign PP pupils as "explainers" to peers, reinforcing their understanding through teaching.	The EEF *Improving Literacy in KS1* (2016)) highlight short, frequent sessions focusing on decoding and high-frequency words as effective for struggling readers. Research on "Precision Teaching" (Lindsley, 1990; Johnson & Street, 2012) shows repeated, time-limited fluency practice leads to rapid skill acquisition. Allocating additional supported practice aligns with the EEF's finding that *targeted small-group reading interventions* produce positive effects (+4 months progress). (EEF Teaching and Learning Toolkit: "Small group tuition"). Systematic phonics is the most robustly evidenced literacy intervention for early reading (EEF Toolkit: +5 months; Torgerson et al., 2019). ELS (Essential Letters and Sounds) is validated as a DfE-approved SSP programme. Effective scaffolding supports weaker writers to organise and extend ideas (EEF *Improving Literacy in KS2*, recommendation 6). Vygotskyan theory: scaffolds help learners operate within their ZPD. Fine motor control correlates with handwriting fluency (Cameron et al., 2012). Activities like Dough Disco improve grip strength and dexterity—EEF Toolkit: "Physical development approaches" (+2 months). Immediate intervention to address misconceptions is strongly endorsed in *EEF Improving Mathematics in KS2 & KS3* (recommendation 2). Retrieval and overlearning of number facts underpin fluency (EEF "Improving Mathematics", recommendation 3). Repeated, brief practice builds automaticity. Teaching others reinforces understanding (Fiorella & Mayer, 2013 – "Learning by teaching"). EEF Toolkit: "Peer tutoring" (+5 months).	1, 4
• Teacher-led "pre-teaching" of key vocabulary or maths strategies for PP pupils before new topics. • Allocate PP pupils targeted feedback time daily ("feedback first" approach).	Pre-teaching supports access to new content (EEF "Metacognition and Self-Regulated Learning", recommendation 3). Vocabulary instruction is a strong predictor of comprehension. Feedback is one of the highest-impact approaches (EEF Toolkit: +6 months). Prioritising PP pupils ensures equity of access.	1, 4

• Use peer mentors (higher attaining classmates) to support PP pupils in paired tasks. • PP pupils complete retrieval practice tasks in pairs with adult support to strengthen memory where appropriate.	Peer-assisted learning and retrieval practice both have robust evidence bases (EEF: "Collaborative Learning" +5 months; "Metacognition" +7 months).	
Oral language: • PP children chosen first (after SEN) speech and language narrative session where appropriate. **Self-regulation**: • Staff check-ins with PP children at start of day ("ready to learn" conversations). • Modelling calming strategies one-to-one for children struggling emotionally. **Fine motor**: • Daily fine motor small-group activities (pencil grip, threading, cutting) for PP pupils. • Adult-led support at writing/mark-making areas to build control and confidence. • Jump Ahead sessions for targeted number of children. • Use Write From the Start scheme for those who require additional handwriting support.	Oral language interventions consistently show high impact (+6 months; EEF Toolkit). Narrative-based approaches strengthen vocabulary and expressive language (Spencer et al., 2020). Consistent relationships and emotional regulation routines are supported by the EEF *Social and Emotional Learning* report (+4 months). Builds belonging and readiness. Co-regulation and explicit emotional literacy teaching improve behaviour and engagement (EEF "Improving Behaviour in Schools", 2021). Structured fine motor programmes can improve handwriting readiness (Case-Smith, 2013). Adult feedback and modelling during writing tasks accelerate progress (*EEF Literacy KS1*).	1, 2, 4
• Key adult (teacher or LSA) checks in with PP child if attendance has been low. • Provide learning catch-up packs/peer tutoring for PP pupils who miss school, to reduce knowledge gaps where appropriate. • Class teacher to prioritise PP pupils returning after absence for 1:1 recap of missed learning where appropriate.	Positive adult relationships and daily contact improve attendance (DfE "Improving School Attendance", 2022). Reinforces continuity of learning—link to EEF "Teaching Assistant Interventions" where structured follow-up leads to +4 months.	3

• Staff to give extra encouragement and structured roles to PP pupils in group tasks (e.g., recorder, spokesperson). • Adult check-ins during unstructured times (lunchtimes, playtimes) to support social skills. • Identify one trusted adult per PP child for regular "wellbeing chats." • Ensure PP pupils are invited to represent class in performances, assemblies, or pupil voice groups.	EEF and Ofsted identify *sense of belonging* as key to PP engagement and self-efficacy. Giving structured roles boosts participation and confidence (Dweck, 2012 – growth mindset). Relationships with key adults improve resilience and emotional regulation (EEF *SEL*, +4 months).	1, 2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *As above + £300*

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Provide **loan boxes of books** for PP families to take home (rotate from class libraries). • Use free online maths games (e.g., TopMarks, NRICH) in ICT slots or homework tasks. • Encourage parents to engage in "5 minutes reading a day" via workshops/leaflets. • All children to have "reading pets" either to take home or in the reading corner to encourage reading at home and at school.	Peer-assisted reading is one of the most well-evidenced literacy interventions: EEF *Peer Tutoring* (+5 months). Studies show cross-age peer reading improves decoding and motivation (Topping, 2017). The EEF notes that improving "home learning environment" through book-sharing can add +4 months' progress. Digital tools supporting practice and problem solving improve maths fluency when adult-guided (EEF *Digital Technology*, +4 months; *Improving Mathematics KS2 & KS3*, recommendation 3). Parental engagement programmes have a positive impact on attainment (+4 months, EEF *Parental Engagement* guidance report, 2018).	1, 5
Weekly **celebration assemblies** that highlight effort and progress in behaviours, not just attainment, so PP pupils feel recognised. Celebrate success in the classroom.	Public recognition of effort promotes intrinsic motivation and growth mindset (Dweck, 2012). EEF *Social and Emotional Learning* (+4 months) notes that acknowledging effort fosters self-efficacy, particularly for disadvantaged learners.	1

Set up a **storytelling corner** in the playground (props, puppets, role-play using existing equipment). Invite parents/grandparents to share stories or rhymes in different languages. Provide **fine motor activities** at lunchtime – OPAL PLAY(chalk drawing, pegboards, Lego play).	Builds cultural capital and parental engagement. Research shows inclusion of home languages strengthens identity and vocabulary (Cummins, 2001; EEF *Parental Engagement*). Encourages PP family participation. Play-based motor activities also improve social interaction and self-regulation (EEF *Physical Development Approaches*).	1, 2
Prioritise PP pupils for **school clubs** (lunchtime/after-school sports, choir, art) with no charge. Ensure PP pupils have access to **essential equipment** (PE kits, water bottles, bookbags). Provide leadership opportunities for PP pupils (school council, eco-committee, playground helpers). Staff check-ins with PP pupils at unstructured times to build resilience and inclusion. Coffee mornings for children with SEN of which some are also PP	Access to enrichment builds confidence, social capital, and aspirations (Sutton Trust, 2017). EEF *Arts Participation* (+3 months) and *Physical Activity* (+2 months) both show positive academic and wellbeing effects. Removing material barriers improves participation and equity of experience (DfE, 2021; Ofsted PP reports). Ensures PP pupils are not disadvantaged by practical barriers to learning. Leadership and responsibility roles increase self-esteem, engagement, and social capital (EEF *SEL Interventions*; Dweck, 2012). Ofsted notes visible leadership roles help PP pupils see themselves as capable contributors. EEF *Improving Behaviour in Schools* (2021): positive relationships and proactive adult presence reduce exclusion and improve engagement (+4 months, *SEL*). Encourages parent–school partnership and community cohesion. EEF *Parental Engagement* (2018) finds informal, relational contact fosters trust and attendance.	1,2, 3, 5
Continue with the Therapeutic Approach to Behaviour so that all pupils feel valued all of the time.	Relational and restorative approaches reduce exclusions and increase engagement (EEF *Improving Behaviour in Schools*). The "Therapeutic Approach" aligns with co-regulation and trauma-informed practice (Education Policy Institute, 2021).	1, 2, 3, 4

Total budgeted cost: £ *131,580 – Shortfall will be supplemented by the school budget*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The 2024-2025 data demonstrated that :

Attainment in Reading 40% of our PP achieved expected at the end of KS1 (which is an increase of 10% from last year). The use of the Alphabet Arc contributed to ensuring that the 2 children that used it also made good progress from their starting point.

Attainment in Writing 27% of our PP achieved expected at the end of KS1 (an decrease of 3% from last year)

Attainment in Mathematics 40% of our PP achieved expected at the end of KS1 (an increase of 20% from last year)

Attendance data shows that whole school percentage of children with a good level of attendance is 95% whereas disadvantaged is 90%.

The therapeutic approach to behaviour has had a good impact on the children in our school. We had a high number of children who have experienced trauma or adverse childhood experiences. With the strategies used, by the time the children were in Year 2 they were much more settled and ready to learn thus made progress in reading, writing and maths.

We will continue to ensure that disadvantage children have free access to school run clubs (not external agencies), school trips and equipment such as books bags and bottles.

The coffee mornings for parents with SEND children were well attended. We are now doing these with Southway to ensure that transition is even more seamless and to show that we have a strong relationship with our junior school.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Because of the change of cohort and therefore some significant changes in challenges, I have started a new 3 year plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.